

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **not** identified as a Priority or Focus Schools.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HAMILTON TOWNSHIP (MERCER COUNTY)	School: G.E.Wilson
Chief School Administrator: THOMAS J. FICARRA, D. LITT., (INTERIM SUPERINTENDENT)	Address: 600 E. Park Ave. Hamilton, NJ 08610
Chief School Administrator's E-mail: TFICARRA@HAMILTON.K12.NJ.US	Grade Levels: PK to 5
Title I Contact: Richard Pepe	Principal: Barbara J. Panfili
Title I Contact E-mail: rpepe@hamilton.k12.nj.us	Principal's E-mail: bpanfili@hamilton.k12.nj.us
Title I Contact Phone Number: 609-631-4100 ext 3014	Principal's Phone Number: 609-631-4100 EXT 4169

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Barbara J. Panfili

Principal's Name (Print)

(on file)

Principal's Signature

June 19, 2015

Date

Critical Overview Elements

- The School held 5 of stakeholder engagement meetings.
- State/local funds to support the school were \$178,853, which comprised 76.6% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$218,670, which will comprise 53.3% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:
 - Parental/Community Outreach, and Community Building
 - Real Men Read
 - Read Alouds
 - Sight Words
 - Hundreds Chart
 - Fraction Fair
 - Fact Fluency
 - Title Funded Staff
 - Pre-School
 - Tutoring

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

o Professional Development

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Early Intervention	1, 2,	Early Intervention K-2 Comprehensive Tutoring Program	K-2 Tutoring Salaries K-2 Tutoring Materials K-2 Tutoring Program-Electronic Program w/Licenses (Assessments & Lessons)	\$18,000 \$2,500 \$6,000
Title I Teachers and Coach	1,2,3	Literacy and Math Interventions	Title I Teacher(s) Salaries Title I Coach Salary	\$63,334
Parental Involvement, Community Outreach, and Community Building	1,2	Various School Community Events, including Math and Literacy Parent/Family/Student Educational Programs	Refreshments Materials and Books Supplies for programs salaries	\$5,000 \$10,000 \$8,500 \$10,000
Tutoring	1,3	Grades 3-5 Comprehensive Tutoring Program	3-5 Tutoring Salaries 3-5 Tutoring Materials 3-5 Tutoring Program - Electronic Program with Licenses (Assessments and Lessons)	\$18,000 \$2,500 \$6,000
ELA Intervention	1,2	Words Their Way - Instructional Intervention Program	K-5 Books Materials and Supplies	\$10,000 \$1,189
Professional Development	1,2, 3	Instructional Skills and Strategies, Parental Involvement, Technology	PLCs Books and Materials PD consultants	\$8,000 \$7,500
School Wide Academic and Behavioral Motivation	1,2,3	Josten's Renaissance Program - Academic Achievement Awards, Wilson Wildcat League of Academic Champions assemblies	Rewards, Supplies and Materials assemblies	\$6,000 \$9,000

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. **Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Barbara J. Panfili	Principal Wilson Elementary	Yes	Yes	Yes	
Roberto Kesting	Principal Kuser Elementary	Yes	Yes	Yes	
Richard Pepe	Supervisor of Funded Programs and Professional Development	Yes	Yes	Yes	
Robyn Ivanisik	Basic Skills Teacher – Teacher Leader	Yes	Yes	Yes	
Elizabeth McGlinchy	Pre-School Teacher	Yes	Yes	Yes	
Florencia Norton	Title I Teacher	Yes	Yes	Yes	
Jason Pascal	Teacher – Grade 3	Yes	Yes	Yes	
Kristen Pascal	Teacher – Grade 2	Yes	Yes	Yes	
Suzanne McManimon	Title I Coach	Yes	Yes	Yes	
Barbara Peluso	Data Coach	Yes	Yes	Yes	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Nelly Martinez	PTA President	Yes	Yes	Yes	
Donna Marie Clancy	CYO Program Coordinator	Yes	Yes	Yes	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 2014 through June 2015	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 Basic Skills/Title I Teachers	Comprehensive Needs Assessment		X		X
August 22, 2014	Hamilton Township Board of Education 90 Park Avenue Hamilton, NJ 09690 DOE and Principal Articulation	Schoolwide Plan Development	X		X	
August 25, 2014	Kuser Elementary School 70 Newkirk Avenue Hamilton, NJ 08629 Principal Articulation and Planning	Schoolwide Plan Development	X		X	
September 19, 2014	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 School Level Improvement Panel Meeting	Schoolwide Plan Development	X		X	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

October 17, 2014	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 School Level Improvement Panel Meeting	Schoolwide Plan Development	X		X	
November 14, 2014	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 School Level Improvement Panel Meeting	Schoolwide Plan Development	X		X	
March 10, 2015	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 PTA Executive Board Meeting	Schoolwide Plan Development	X		X	
April 15, 2015	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 PTA Executive Board Meeting	Schoolwide Plan Development and Program Evaluation	X		X	
May 20, 2015	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610	Schoolwide Plan Development		X		X
June 1, 2015	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610 School Level Improvement Panel Meeting	Program Evaluation	X		X	
June 12, 2015	Wilson Elementary School 600 East Park Avenue	Schoolwide Plan Development		X		X

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

	Hamilton, NJ 08610					
June 23, 2015	Wilson Elementary School 600 East Park Avenue Hamilton, NJ 08610	Schoolwide Plan Development		X		X

****Add rows as necessary.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

Today's society requires a greater comprehension of a multitude of both academic and life skills. The modern day student is engrossed with multicultural influences and ever-expanding technological advances. As a result, our students have greater responsibility to become both problem solvers and pioneers of progress in all aspects of life. As a school community, we believe that our mission is to create functioning citizens who are equipped with the necessary tools to be successful in all aspect of life. We believe that it is critical for students to mature cognitively, socially, and morally. We recognize that it is essential to empower all students to become life-long learners with both the tools and motivation to achieve success. Our school community understands that we need to continue to foster creativity, provide opportunities for growth, and set challenging but obtainable expectations for our students. We acknowledge the importance of building strong relationships between classroom instruction, personal experiences, and real-life applications. We recognize that we have a community of individual learners and that it is essential that we design and implement our teachings to support the theory of multiple intelligences and differentiated instruction. Finally, we believe that creating a sense of student ownership, including community involvement, further strengthens our goal as educators to foster the development of students who grow to be successful life-long learners in all endeavors of life.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program * **(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned?

The programs were implemented as planned and were successful. Early interventions included the Transitional First grade class. After school tutoring was provided for regular and special education students in grades 3-5, and was well attended. The extended school year program was held at Wilson for 6 weeks during the summer. The program was well attended by students. Teachers monitored student progress during the program. Many parent and student events were held throughout the year and were well attended and received.

2. What were the strengths of the implementation process?

Staff was focused on the priority areas. Grade level meetings, data meetings, and PLC time had the priority areas as the goals or objectives for the respective meetings.

3. What implementation challenges and barriers did the school encounter?

Time and staff are always barriers. Finding the time to get all of the stakeholders together at the same time to meet and plan is difficult. With 450 plus students in the building all staff is stretched. Class sizes are large. There is one administrator and one counselor. Managing the school and federal, state and district paperwork often comes before being the educational leader that is needed. Communicating necessary and important information to many of our non-English families is and continues to be a challenge.

Updated Writer's Workshop Units aligned to CCSS were not provided for staff. LBD is not aligned to CCSS and does not have the rigor or the type of assessments required for current assessments. The position of ELA Supervisor K - 5 has been vacant since January.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths included teacher and staff buy-in for the various programs. The Data Coach scheduled and led data meetings throughout the year that allowed the teachers to look at and analyze multiple measures of student data and use it to guide their instruction. The Title I Coach planned and provided new and exciting events where parents partnered with the school and teachers in helping their children learn. The Title I Coach and Data Coach provided professional development to staff. The extended school year program for the district's Title I schools was held at Wilson. This gave easy access to the parents/families as many families walked because of transportation issues. Weaknesses of the program included lack of sufficient time for all stakeholders to plan and hold meetings. Communicating with non-English speaking families was an ongoing issue throughout the year. Budgetary confinements were also a hinderance. Administrator's observational responsibilities infringes on the time needed to be an academics leaders.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The buy-in was obtained by sharing data and best practices during parent events and staff meetings. All of the teachers and staff at Wilson are "doers"! They will do anything for our students. As a staff we are always looking for new, different and outside of the box types of experiences and learning for our students. We work as a team and are "all in the same boat, rowing in the same direction". The staff is allowed and encouraged to think outside of the box. There is mutual and reciprocal staff and administrative support. Small but strong parent and community stakeholder connection and support already exists. The families trust us to do right for their children.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

At Wilson's School Level Improvement Panel meetings, school, program and staff progress/needs are always discussed focusing on data with feedback from staff with the intent to address concerns and to continually offer support, professional development and improve student learning through best practices.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The principal informed the whole school community of the program at the traditional Back to School Night in September. The families had the opportunity to ask questions. Many Title I family nights and events were held. After each of the parent/family events, surveys were given to the families to complete for feedback. The Latino Family Literacy Program met for 5 weeks, and families were directly encouraged to help plan the course and direction of the program based on their needs, and then were asked for feedback on the program.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Pre- School and Transitional First grade programs provided small group instruction that was skill based. Classroom assistants helped to provide more one-on-one interactions with the students. The family involvement programs and events were either skill or grade level grouping events. At the larger events, the activities were broken down into mini groups or centers for more one-to-one contact and intervention. The Real Men Read Program had 3 to 5 students meet with one guest reader and one teacher. Parent workshops were given during the event with grade level appropriate activities to enhance reading at home. Tutoring was provided in small group settings with the goal of no more than 10 students per tutor. The extended school year summer school program was also provided in small group settings.

9. How did the school structure the interventions?

The Transitional First Grade program was held every day during the school year. Class size was 15 students or less, with one teacher and one teaching assistant. The Title I Kindergarten teacher worked with kindergarten students daily. Parent involvement events were held throughout the school year. Basic Skills and Title I teacher instruction was provided several times per week per student in small group settings or individually. Tutoring was provided for 10 weeks after the school day ended for an hour and 15 minutes each session for approximately 75 identified students. The focus of the tutoring was literacy. The extended year program ran for 4 days per week for 6 weeks from July through August, from 9:00 to 12:30. Instruction focused on reading, writing and math. I-ready provided additional instruction through the use of technology and also tracked students progress levels. Additional students signed up to stay for the afternoon STEM program as well from 12:30 to 2:15.

10. How frequently did students receive instructional interventions?

The Transitional First Grade program was held every day during the school year. The Title I Kindergarten teacher worked with kindergarten students daily. Basic Skills and Title I teachers provided instruction to identified students daily in small groups or individually. Tutoring ran one time per week for an hour and 15 minutes for a 10 week period. The extended year summer program ran four days per week for six weeks from 9:00 until 2:15.

11. What technologies did the school use to support the program?

Smart Boards, a Smart Table, Chrome books and laptop computers were used with the students. Teachers used their own computers and tablets to work additionally with the students. Online programs and software programs were also utilized.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

12. Did the technology contribute to the success of the program and, if so, how?

The students responded positively to all of the technology used. The students loved to be able to interact with the Smart Boards and SMART tables. It was also a positive for the teachers to pull up and show the students real examples to connect with what they were currently learning. Using the computers and the internet showed the students a bigger world. The technology definitely increased student engagement and interest and allowed students the opportunities to practice skills, gain background knowledge and practice assessment taking skills.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Student Performance *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	46	NA	Title I Teachers for K-5, PD and coaching, Title I Math and Literacy Coaches, after school tutoring, parent and student educational events and programs.	<ul style="list-style-type: none"> *The majority of the students coming into grades 3-5 are reading below grade level due to a lack of early interventions. * Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions. *Class size continues to be an issue. Large class size without assistants reduces the individual student one-to-one time. *Extensive PD is needed for staff in reading interventions and strategies that align with rigors of the common core. *Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Grade 5	51	NA	Title I Teachers for K-5, Title I Kindergarten teacher, PD and coaching, Title I Math and Literacy Coaches, after school tutoring, Parent and student educational events and programs.	<p>*The majority of the students coming into grades 3-5 are reading below grade level due to a lack of early interventions.</p> <p>* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.</p> <p>*Class size continues to be an issue. Large class size without assistants reduces the individual student one-to-one time.</p> <p>*Additional PD is needed for staff in teaching reading and writing to up the level of intensive instruction and interventions that are needed for these students.</p> <p>*Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.</p>
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	32	NA	Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, after school tutoring, Parent and student educational events and	* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

			programs, Guided Math, Math Fact Olympics School-wide.	<p>*Class size continues to be an issue. Large class size without assistants reduces the individual student one-to-one time.</p> <p>*PD is needed for staff to effectively differentiate Math instruction to align with the rigors of the CCSS, and interventions students need to achieve at that level.</p> <p>*Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.</p>
Grade 5	51	NA	Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, after school tutoring, Parent and student educational events and programs, Guided Math, Math Fact Olympics School-wide.	<p>* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.</p> <p>*Class size continues to be an issue. Large class size without assistants reduces the individual student one-to-one time.</p> <p>*PD is needed for staff to effectively differentiate Math instruction to align with the rigors of the CCSS, and interventions students need to achieve at that level.</p> <p>*Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.</p>
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Implementation of the Creative Curriculum, Early Skills Preschool Assessment,	Data was analyzed (Brigance II, Early Preschool Assessment) to identify targeted students for Literacy services. Students demonstrated proficiency and growth in Literacy skills.
Kindergarten			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching in the classroom, Title I Math and Literacy Coaches, Parent and student educational events and programs.	<p>*Regular Kindergarten showed progress. Classroom size was 23+ with one teacher for each class and two assistants shared by the 3 classes.</p> <p>*Assistants were often pulled from their assigned classrooms to act as substitutes because of a district substitute shortage.</p> <p>*Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills.</p> <p>* PD is needed for staff in teaching reading and writing that aligns with the rigors of the CCSS, and interventions that are needed for students.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Grade 1			Title I Teachers for K-5, PD and coaching in the classroom, Title I Math and Literacy Coaches, Parent and student educational events and programs.	<p>*Transitional First Grade made much growth in the area of reading. Class size was 15 or less and had one teacher and a full time assistant.</p> <p>*Regular First Grade showed progress but not as strong and often not enough. Classroom size was 23+ with one teacher for each class and two assistants shared by the 4 classes.</p> <p>*Assistants were often pulled from their assigned classrooms to act as substitutes because of a district substitute shortage.</p> <p>*PD is needed for staff in teaching reading and writing that aligns with the rigors of the CCSS, and interventions that are needed for students.</p> <p>*Many students do not qualify for ELL services, but struggle with reading and writing and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p>
Grade 2			Title I Teachers for K-5, PD and coaching in the classroom, Title I Math and Literacy Coaches, Parent and student educational events and programs.	<p>*Second Grade showed progress. A gap exists between where they are and what is expected in the CCSS. Classroom size was close to 25 with one teacher for each class and one assistant shared between the three classes .</p> <p>*Assistants were often pulled from their assigned classrooms to act as substitutes because of a district substitute shortage.</p> <p>*PD is needed for staff in teaching reading and writing that aligns with the rigors of the CCSS, and interventions that are needed for students.</p> <p>*Many students do not qualify for ELL services, but struggle with reading and writing and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Grade 9				
Grade 10				

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <i><u>did or did not</u></i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Implementation of the Creative Curriculum, Early Skills Preschool Assessment,	Data was analyzed (Brigance II, Early Preschool Assessment) to identify targeted students for Math services. Students demonstrated proficiency and growth with Math skills.
Kindergarten			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, Parent and student educational events and programs, Guided Math, Math Fact Olympics School-wide.	<p>*Regular Kindergarten showed progress. Classroom size was 23+ with one teacher for each class and two assistants shared by the 3 classes.</p> <p>*Assistants were often pulled from their assigned classrooms to act as substitutes because of a district substitute shortage.</p> <p>*Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills.</p> <p>*PD is needed for staff to effectively differentiate Math instruction to align with the rigors of the CCSS, and interventions students need to achieve at that level.</p> <p>Many students do not qualify for ELL services, but struggle with math and reading and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Grade 1			<p>Title I Teachers for K-5, PD and coaching in the classroom, Title I Math and Literacy Coaches, Parent and student educational events and programs, Guided Math, Math Fact Olympics School-wide.</p>	<p>*Transitional First Grade made much growth in the area of math. Class size was 15 or less and had one teacher and a full time assistant.</p> <p>*Regular First Grade showed progress. Classroom size was 23+ with one teacher for each class and two assistants shared by the 4 classes.</p> <p>*Assistants were often pulled from their assigned classrooms to act as substitutes because of a district substitute shortage.</p> <p>*PD is needed for staff to effectively differentiate Math instruction to align with the rigors of the CCSS, and interventions students need to achieve at that level.</p> <p>*Many students do not qualify for ELL services, but struggle with math and reading and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p>
Grade 2			<p>Title I Teachers for K-5, PD and coaching,, Title I Math and Literacy Coaches, Parent and student educational events and programs, Guided Math, Math Fact Olympics School-wide.</p>	<p>*Second Grade showed progress. A gap exists between where they are and what is expected in the CCSS. Classroom size was close to 25 with one teacher for each class and one assistant shared between the three classes .</p> <p>*Assistants were often pulled from their assigned classrooms to act as substitutes because of a district substitute shortage.</p> <p>*PD is needed for staff to effectively differentiate Math instruction to align with the rigors of the CCSS, and interventions students need to achieve at that level.</p> <p>*Many students do not qualify for ELL services, but struggle with math and reading and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Grade 9				
Grade 10				

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	DRA results, exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
Math	Students with Disabilities	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
ELA	Homeless	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	DRA results, exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
Math	Homeless	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
ELA	Migrant	Tutoring, Coaching, Guided Reading, PD,	Yes	DRA results, exited students, benchmark	Most students showed growth but are performing below grade level.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		Early Interventions, IEP driven lessons and activities		results, electronic student portfolio	
Math	Migrant	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
ELA	ELLs	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	DRA results, exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
Math	ELLs	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
ELA	Economically Disadvantaged	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	DRA results, exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.
Math	Economically Disadvantaged	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP	Yes	Exited students, benchmark results, electronic student portfolio	Most students showed growth but are performing below grade level.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		driven lessons and activities			
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Students with Disabilities	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Homeless	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Homeless	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Migrant	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Migrant	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	ELLs	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	ELLs	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Economically Disadvantaged	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Economically Disadvantaged	Tutoring	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA					
Math					

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
Math	Students with Disabilities	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
ELA	Homeless	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
Math	Homeless	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
ELA	Migrant	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
Math	Migrant	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
ELA	ELLs	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
Math	ELLs	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
ELA	Economically Disadvantaged	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
Math	Economically Disadvantaged	PLC: <i>Tools for Assesment</i>	Y	Sign In Sheets, handouts, powerpoints	Evidence of teacher use in observations.
ELA					
Math					

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
Math	Students with Disabilities	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
ELA	Homeless	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
Math	Homeless	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Migrant	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
Math	Migrant	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
ELA	ELLs	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
Math	ELLs	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
ELA	Economically Disadvantaged	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Economically Disadvantaged	Standards based, grade level parental programs Community building events Community outreach	Y	Sign In Sheets Newspaper Articles	Most students showed growth but are performing below grade level. Number of families attending.
ELA					
Math					

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

____ Barbara J. Panfili ____
Principal's Name (Print)

____ (on file) ____
Principal's Signature

____ June 19, 2015- ____
Date

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA, Benchmarks, Standards Based Report Cards Electronic Portfolio	Students continue to read below grade level. Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills. The gap widens as students progress through the grades. Students in the Transitional First Grade classes were on level at the end of the year. These students had the benefit of small class (15), a teacher and one dedicated classroom assistant.
Academic Achievement - Writing	DRA, Benchmarks, Standards Based Report Cards Electronic Portfolio	Writing has shown improvement but continues to be weak for Wilson students.
Academic Achievement - Mathematics	DRA, Benchmarks, Standards Based Report Cards Electronic Portfolio	Significant progress is seen in students' mathematical application skills as is seen through our School wide Math Fact Olympics Program. This is also evident in teacher SGOs.
Family and Community Engagement	Attendance at Programs Parent Survey Results	A high percentage of parents attending parent events and programs. Parent conference reports show 100% parent contact was made either in person or by phone. Parents struggle with understanding new educational trends as seen in the common core and standards based report cards.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Professional Development	PLC: Book study - <i>Tools for Assessment</i>	Sign in sheets, Increased use of a variety of assessments as evidenced by observations by administration and peers.
Leadership	Principals meetings, Data Team Meetings, Intervention and Referral Services Meetings, Child Study Team Meeting, School Level Improvement Panel Meetings	Administrators share successes and challenges which are addressed in a timely fashion based upon meeting outcomes. Additional support is needed for principals of Title I elementary schools, especially those with larger populations. The observation requirements absorb most of the academic leadership time and focus.
School Climate and Culture	Wilson Wildcat League of Academic Champions Program, Suspension Data, Attendance Data, Bucket Filling Program, school climate and culture series, Character Education Program, Renaissance - Thank you Thursdays,	Through the Wilson Wildcat League of Academic Champions Program students were recognized for academic growth, attendance, positive behaviors, good character and for their leadership roles within the school. Whole school pep rallies were held throughout the year with parents in attendance. Certificates of achievement were presented to the students by district and community role models. Monthly Student of the Month Student Recognition Programs were held with parents in attendance. This positively affects school climate.
School-Based Youth Services	HIB Reports, Suspension Data, Attendance Data, Feedback from staff, families and students.	The School Counselor presented district required lessons to all grade levels of students, and counseled individual students and saw groups of students as needed.
Students with Disabilities	Benchmarks, Standards Based Report Cards, Electronic Portfolio, Brigance	Our special education population struggles with standardized tests and district benchmarks. Performance is consistent with school wide indicators, with math stronger than LAL. Continual instruction, based on the needs of the students is standard. IEP meetings are held to create, review and modify plans. Special Education Tutoring was held after school for 10 weeks for identified students in grades 3-5, with a main focus on literacy.
Homeless Students	DRA, Benchmarks, Standards Based Report Cards	Students continue to read below grade level, however significant progress is seen in students' mathematical application skills.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Migrant Students		
English Language Learners	DRA, Benchmarks, Standards Based Report Cards	ESL instruction as well as other services for children and families is provided. After school tutoring as well as parent nights assist in this area. The Latino Family Literacy Program has been well attended by families at Wilson for the last 3 years.
Economically Disadvantaged	DRA, Benchmarks, Standards Based Report Cards	Our economically disadvantaged population struggles with state tests. Performance is consistent with school wide indicators, with math is stronger than LAL. There is focused based instruction in math and language arts for students who are falling slightly behind grade-level and indicated through informal/formal observations, standardized tests and other measures. Transitioning to whole school Title I would benefited all students at Wilson. We currently have a large economically disadvantaged population. (approximately 70%)

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

An electronic needs assessment/portfolio is created at the district level and is distributed to the staff at each Elementary School. The classroom teacher input scores into the required eligibility categories based on a timeline decided by the district. Once this is complete, the Data Designee, along with the Title 1 and Basic Skills interventionists compare the scores to the eligibility requirements. Students are then assigned to a Basic Skills or Title 1 program based on the eligibility requirements

The following are elements of the Needs Assessment/Electronic Portfolio:

- Performance on District ELA Benchmark Assessments, Current DRA levels
- ELA Report Card Scores
- Writing Portfolio score

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

- Brigance
- Letter Recognition
- Sound Symbol Recognition
- Sight Words
- Phonemic Awareness
- Word Analysis
- LBD Mid Year and End of year Assessments
- Performance on District Math Benchmark Assessments
- Getting Ready for PARCC
- Trimester Timed Math Fluency Assessments
- Math Report Card Scores

PLC's are made up of each grade level. Data meetings were held after each benchmark. This was facilitated by our Title I Coach and District data coach.

Faculty meeting are held and address current school and district initiatives and student achievement.

2. What process did the school use to collect and compile data for student subgroups?

- A comprehensive needs assessment is completed several times throughout the year to show progress.
- ELA and Math benchmarks are administered and data is compiled and shared with all staff. This is analyzed in the data team meetings.
- Link It data is utilized and shared at data team meetings.
- DRA assessments are done three times per year.
- Portfolio data is collected at periodic intervals for students in non-tested grades. This is analyzed in the data team meetings

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

- A comprehensive needs assessment that uses multiple forms of data is completed several times throughout the year to monitor progress. Basic Skills and Title I teachers work collaboratively together to address this data. The data is monitored for patterns and discrepancies.
- ELA and Math benchmarks are administered, and the data is compiled and shared with all staff. The data is analyzed in data team meetings. It is monitored for patterns and discrepancies.
- Link It data is utilized and shared at data team meetings. The data is analyzed and is monitored for patterns and discrepancies.
- NJASK data is shared and analyzed at data team meetings. It is monitored for patterns and discrepancies.
- Standardized test assessments are used.
- Benchmarks are being modified to reflect the new PARCC assessments.

4. What did the data analysis reveal regarding classroom instruction?

- The data justifies the need for Early Intervention programs. A significant percentage of students are reading below grade level by grade 3. Students are not able to perform to standard when they read below grade level.
- The data justifies the success of Early Intervention programs. Students in Transitional First Grade classes made a minimum of one year's growth, with most students well over the one year's growth.
- The data speaks to the need for increased and consistent use of small group instruction, more one-on-one instruction and smaller class sizes.
- The data points to increased interventions in reading at all grades, but especially to developing solid foundational literacy skills at the early levels that carries through the grades.
- The data points to a need to focus on written skills at all levels.
- Because of the high rate of student transience, intensive interventions need to be available at all grades for students below grade level when they enter Wilson. Early testing and identification of these students, followed by focused interventions, is key.
- The data justifies the decision to transition to a standards based report card.
- The data justifies the need for Whole School Title I services in order to meet the needs of the entire school community.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

- The data identifies the need to continue professional development for teachers in the areas of reading across the grades.
- The data identifies the need to provide teachers professional development in guided reading and guided math, and in providing and managing small group instruction.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

- The data received from teacher observations through Danielson reveals the need to provide professional development to teachers in the areas of higher level questioning and assessments.
6. How does the school identify educationally at-risk students in a timely manner?
- “Look Out Meetings” are held with each teacher individually by the end of September and throughout the year to identify/monitor students in need of possible interventions.
 - Struggling students are identified by classroom teachers and are referred to the I&RS team. Data is collected for each student, a meeting is held, and an action plan is created and implemented. The student is monitored, and follow up meetings are held to evaluate the effectiveness of the plan/interventions based on the success of the child.
 - A comprehensive needs assessment is completed several times throughout the year to monitor student progress. The Basic Skills teacher and Title I teacher work collaboratively to address the data.
 - ELA and Math benchmarks are administered and data is compiled and shared with all staff each trimester. This data is analyzed in data team meetings. Struggling students and their weaknesses are identified.
 - Link It and portfolio data is utilized and shared at data team meetings. Struggling students and their weaknesses are identified.
7. How does the school provide effective interventions to educationally at-risk students?
- Guided Reading provided the use of small group instruction within the regular classroom.
 - Transitional First Grade was available for the 2014-2015 school year.
 - Title I and Basic Skills instruction is available to students in grades K-5.
 - Special Education services are available in grades Pre-K through 5.
 - Pre-K will be available for 4 year olds and for Special Needs 3 and 4 year olds for the 2015-2016 school year.
 - ELL services are available to students in grades K-5.
 - After school tutoring services are available. This is pending district funding for the 2015-2016 school year.
8. How does the school address the needs of migrant students?
- There were no migrant students.
9. How does the school address the needs of homeless students?

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

- The district's liaison for homeless students notifies the principal of students who are homeless, or who are displaced. These students are provided access to all services, including free breakfast and lunch and intervention services. The school counselor and school nurse are involved with the student and family in providing assistance and services.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

- Teachers are involved in the writing of curriculum documents which includes student assessments.
- District wide and school grade level meetings are held throughout the year to address curriculum and assessment initiatives, as well as to provide articulation opportunities.
- Teachers provide ongoing feedback through district and school grade level meetings, school based PLCs, during post-observation conferences and through ongoing communications with administration.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

- Transition/orientation meetings for parents/families are held with school, community and other school stakeholders providing information.
- Kindergarten registration and screening is held throughout the spring.
- Kindergarten Tea and Orientation is held for new kindergarten students in June. School personnel speak and provide informational packets. Incoming kindergartens receive a "learning ring" tool to take home with them to help them begin to learn their letters, numbers, shapes and colors.
- Fifth grade students visit their middle school to view a play in March and for an orientation and tour in June.
- Middle School Parent Orientation Nights are held in the spring.
- Middle School principal, counselor and students visit each elementary school to present information as well as to answer questions of the incoming 5th grade students.
- Re-enrollment forms are completed by families to update student information as students transition from elementary to middle school, and then again when they transition from middle school to high school.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

- A data analysis of electronic portfolio data, including DRA-2 and benchmarks was used to determine and identify the problem and the root causes.
- Staff provided input to the school wide plan.
- All members of the school wide/stakeholder committee, especially the members of the School Level Improvement Panel helped to research the data and to develop the plan.

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Instructional skills and strategies	Working with parents
Describe the priority problem using at least two data sources	The data shows that early interventions provide a good early reading foundation for the students. Wilson's population is very transient. Students move in and out at an unusually high rate. District wide data shows that students decline in reading skills from when they start in kindergarten to when they reach third grade. Interventions need to be provided at each grade level, school-wide to help students catch up and stay up.	<p>Low attendance at academic functions and events</p> <ol style="list-style-type: none"> 1. Sign In sheets 2. Percentage of face to face conferences 3. Lack of forms returned with signatures 4. Lack of agendas signed daily <p>PTA Involvement and membership</p>
Describe the root causes of the problem	<ol style="list-style-type: none"> 1. Lack of (early) interventions available. 2. Transient population moves in and out at a high rate. 3. Increase in non English speaking population. 4. Many of our non English speaking students are ELL's, so they have a natural delay in mastery of English language and writing skills. In addition, there is a gap in background knowledge and life experience which research indicates results in a gap in all ELA skills. 5. Economically disadvantaged students often have a gap in background knowledge and life experiences which research indicates results in a gap all ELA skills. 6. Many of the parents of our Economically Disadvantaged and non English students are not as involved in supporting their children's education as we need them to be in terms' of helping them with homework, studying, and making school a priority. 	<ol style="list-style-type: none"> 1. Many of the parents of our Economically Disadvantaged and Non English speaking students are not as involved in supporting their children's education as we need them to be in terms' of helping them with homework, studying, and making school a priority. 2. Many of the parents of our Economically Disadvantaged students and non English Speaking parents lack the education to assist their children with homework and studying. 3. Transient population moves in and out at a high rate.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

	<p>7. Many of the parents of our Economically Disadvantaged students and non English parents lack the education to assist their children with homework and studying.</p> <p>8. Because of the transience, students who may need interventions may not be identified quickly.</p>	
Subgroups or populations addressed	Total school population specifically achievement gap students.	Total school population specifically achievement gap students.
Related content area missed (i.e., ELA, Mathematics)	ELA	All
Name of scientifically research based intervention to address priority problems	LLI and other interventions	NJEA/FAST PTO/PTA
How does the intervention align with the Common Core State Standards?	Effective instructional skills and strategies are needed to address the CCSS. When students master the standards the achievement gap closes.	Parent programs will be created to address specific grade level standards.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Effective use of classroom technology	
Describe the priority problem using at least two data sources	450 students - 90 chrome books District Online Benchmarks and PARCC Online Assessments	
Describe the root causes of the problem	Lack of technology in the home High student population, low computer availability	
Subgroups or populations addressed	Total school population specifically achievement gap students.	
Related content area missed (i.e., ELA, Mathematics)	ALL	
Name of scientifically research based intervention to address priority problems	National Governors Association for Best Practices & Council of Chief State School Officers. (2010). <i>Common Core State Standards for English Language Arts and Literacy.</i>	
How does the intervention align with the Common Core State Standards?	Technology allows students to explore the standards and immerse themselves in content emerging with a deep understanding. Specific standards state expected use of technology.	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Standards based, grade level parental programs Community Building events Tutoring, Guided Reading Computer based programs	Richard Pepe Barbara Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
Math	Students with Disabilities	Standards based, grade level parental programs Community Building events Tutoring, Guided Math Computer based programs	Richard Pepe Barbara Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
ELA	Homeless	Standards based, grade level parental programs Community Building events Tutoring, Guided Reading Computer based programs	Richard Pepe Barbara Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Homeless	Standards based, grade level parental programs Community Building events Tutoring, GuidedMath Computer based programs	Richard Pepe Barbara Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
ELA	Migrant	Standards based, grade level parental programs Community Building events Tutoring, Guided Reading Computer based programs	Richard Pepe Barbara Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
Math	Migrant	Standards based, grade level parental programs Community Building events Tutoring, Guided Math Computer based programs	Richard Pepe Barbara Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 2% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
ELA	ELLs	Standards based, grade level parental programs Community Building events Tutoring, Guided Reading Computer based programs	Richard Pepe Barbara Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	ELLs	Standards based, grade level parental programs Community Building events Tutoring, Guided Math Computer based programs	Richard Pepe Barbara Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
ELA	Economically Disadvantaged	Standards based, grade level parental programs Community Building events Tutoring, Guided Math Computer based programs	Richard Pepe Barbara Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
Math	Economically Disadvantaged	Standards based, grade level parental programs Community Building events Tutoring, Guided Math Computer based programs	Richard Pepe Barbara Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of the population will increase benchmark scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today What Works Clearinghouse
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Students with Disabilities	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	Homeless	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Homeless	Tutoring	Richard Pepe Barbara Panfili	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	Migrant	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Migrant	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	ELLs	Tutoring	Richard Pepe Barbara Panfili	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	ELLs	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	Economically Disadvantaged	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Economically Disadvantaged	Tutoring	Richard Pepe Barbara Panfili Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili ELA Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Students with Disabilities	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U 	Richard Pepe Barbara Panfili Math Supervisor Barabra Peluso	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<ul style="list-style-type: none"> ● PLC: Book Study 	Suzanne McManimon PDP Committee		
ELA	Homeless	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili ELA Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Homeless	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili Math Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Migrant	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili ELA Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Migrant	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili Math Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	ELLs	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt 	Richard Pepe Barbara Panfili	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<ul style="list-style-type: none"> ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	ELA Supervisor Barabra Peluso Suzanne McManimon PDP Committee		
Math	ELLs	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili Math Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Economically Disadvantaged	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili ELA Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Economically Disadvantaged	<ul style="list-style-type: none"> ● Differentiated Instruction ● Best Practices ● LinkIt ● Elective After School Courses offered through Hamilton U ● PLC: Book Study 	Richard Pepe Barbara Panfili Math Supervisor Barabra Peluso Suzanne McManimon PDP Committee	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
 - The School Level Improvement Panel will monitor and evaluate the progress of the Schoolwide Plan and Interventions.
 - School and/or Grade Level PLCs will work to evaluate student progress.
 - Principal and District Supervisors will evaluate and monitor classroom instruction.
 - Data will be reviewed ongoing at formal data team meetings during the year.
2. What barriers or challenges does the school anticipate during the implementation process?
 - Time for the principal to conduct necessary walkthrough evaluations will be an issue due to the large number of staff and students.
 - Time for the School Level Improvement Panel to meet on a more regular basis will be a barrier.
 - Time for the entire Schoolwide Committee to meet on a more regular basis will be a barrier.
 - Funding for additional early intervention programs will be a barrier.
 - Funding for additional technology for all grades will be a barrier.
 - Professional Development is needed in specific areas and should be provided by the district, along with the educational materials needed to implement new instructional strategies.
 - The ordering and receiving of materials needed for parent events may be a barrier.
 - Funding for parent events may be a barrier.
 - Loss of an early intervention program, Transitional First Grade.
 - Loss of educational assistants.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
 - District professional development trainings will be offered throughout the school year.
 - The School Level Improvement Panel will offer professional development and PLC opportunities to all stakeholders and staff.
 - The members of the School Level Improvement Panel will update all stakeholders by sharing information and answering questions at staff meetings, PTA meetings and with parents at school events and programs.
 - Opportunities for suggestions and feedback on the various programs will be offered to all stakeholders.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
 - Opportunities for suggestions and feedback on the various programs will be offered to all staff.
 - The members of the School Level Improvement Panel will update all stakeholders by sharing information and answering questions at staff meetings.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
 - The number of parent involvement opportunities provided as indicated on school calendars.
 - The number of parents attending events as indicated on sign in sheets for each event.
 - Opportunities for suggestions and feedback on the various programs will be offered to the community through the use of surveys.
 - The members of the School Level Improvement Panel will update all stakeholders by sharing information and answering questions at PTA meetings and school community events.
6. How will the school structure interventions?
 - Basic Skills and Title I teachers will provide a combination of push-in and pull-out academic services.
 - ELL and Special Needs services will be a combination of push-in and pull-out services.
7. How frequently will students receive instructional interventions?
 - Students will receive services for four or five days a week for thirty minutes at a time.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

8. What resources/technologies will the school use to support the schoolwide program?

- Best practices
- More computers - new
- Computer Programs
- District PD
- Funding for Parental Involvement
- Funding for tutoring

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

- District Benchmark data
- PARCC data
- Portfolio Data

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

- Results of the schoolwide program evaluation will be communicated at staff meetings, PTA meetings and with parents at school events and programs.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Standards based, grade level parental programs Community building events Tutoring Guided Reading Computer based programs	Richard Pepe Barabra Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Students with Disabilities	Standards based, grade level parental programs Community building events Tutoring Guided Math Computer based programs	Richard Pepe Barabra Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	Homeless	Standards based, grade level parental programs Community building events Tutoring Guided Reading	Richard Pepe Barabra Panfili ELA Supervisor Barbara Peluso	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		Computer based programs	Suzanne McManimon Teachers		
Math	Homeless	Standards based, grade level parental programs Community building events Tutoring Guided Math Computer based programs	Richard Pepe Barabra Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	Migrant	Standards based, grade level parental programs Community building events Tutoring Guided Reading Computer based programs	Richard Pepe Barabra Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Migrant	Standards based, grade level parental programs Community building events Tutoring Guided Math Computer based programs	Richard Pepe Barabra Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	ELLs	Standards based, grade level parental programs	Richard Pepe	70% of students will increase in benchmark scores by 20%	What Works Clearinghouse

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		Community building events Tutoring Guided Reading Computer based programs	Barabra Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	from Benchmark A to Benchmark C	ASCD Educational Leadership
Math	ELLs	Standards based, grade level parental programs Community building events Tutoring Guided Math Computer based programs	Richard Pepe Barabra Panfili Math Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
ELA	Economically Disadvantaged	Standards based, grade level parental programs Community building events Tutoring Guided Reading Computer based programs	Richard Pepe Barabra Panfili ELA Supervisor Barbara Peluso Suzanne McManimon Teachers	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Economically Disadvantaged	Standards based, grade level parental programs Community building events Tutoring Guided Math Computer based programs	Richard Pepe Barabra Panfili Math Supervisor Barbara Peluso Suzanne McManimon	70% of students will increase in benchmark scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

			Teachers		
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
 - The parents/families will have the major initiatives communicated to them at Back to School Night.
 - Title I Parent events and programs will focus on instructing parents/families on how they can support reading, writing and math progress at home and during the summer.
 - Parents/families will be instructed on the elements of Guided Reading during the Latino Family Literacy Program.
 - The Schoolwide Plan and its progress will be communicated at PTA meetings. Parents/families will be asked to give feedback and encouraged to ask questions.
 - The Schoolwide Plan and its progress will be communicated to parent/family representatives on the School Climate Committee. Parents/families will be asked to give feedback and encouraged to ask questions.
 - The Schoolwide Plan will be shared with the District Parent Advisory Council. Parents/families will be asked to give feedback and encouraged to ask questions.
 - Parents/families will receive information about the Schoolwide Plan and its progress at parent night programs and events. They will be asked to give feedback and encouraged to ask questions.
2. How will the school engage parents in the development of the written parent involvement policy?
 - Parents/families who are members of the district's Parent Advisory Council will be asked to participate in creating/reviewing the parental involvement policy.
 - Parents/families will be asked to volunteer to participate in the development of the written parent involvement policy at PTA meetings and at various school events and programs.
 - The Schoolwide Plan will be available to parents/families, and it will be reviewed with them. Feedback and suggestions may require modifications to the plan.
3. How will the school distribute its written parent involvement policy?
 - The parent involvement policy will be posted on the district website.
 - The parent involvement policy will be sent home to all families via the students.
4. How will the school engage parents in the development of the school-parent compact?

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

- Information regarding the opportunity to assist in the development of the school-parent compact will be available on the district website.
- Parents/families will be surveyed for their needs and ideas to help develop the focus of the Title I Parent/Family Evening events and programs. Information regarding the opportunity to assist in the development of the school-parent compact will be sent home to parents/families via the students.

5. How will the school ensure that parents receive and review the school-parent compact?

- The school-parent compact will be available on the district website.
- The school-parent compact will be sent home via all students.
- The school-parent compact will be reviewed at Back to School Night. Parents will be given the opportunity to ask questions and to discuss the components of the compact.
- An overview of school results will be shared with parents at Back to School Night.
- An overview of school results will be posted on the district website

6. How will the school report its student achievement data to families and the community?

- School data results will be shared with parents at Back to School Night.
- School data results will be posted on the district website.
- School data results will be shared with parents at PTA meetings.
- School data will be shared with all staff early on, so they feel comfortable answering parent/family questions at informal opportunities.
- School data will be shared with parents at Title I events and programs.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Results will be posted on website and an informational letter will be sent home.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- Results will be shared with parents at Back to School Night.
- Results will be posted on the district website.
- Results will be shared with parents at PTA meetings.
- Results will be shared with all staff early on, so they feel comfortable answering parent/family questions at informal opportunities.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

- Results will be shared with parents at Title I events and programs.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

- Parents and families will be invited and encouraged to help in the development of the Title I Schoolwide Plan at all PTA meetings and events, at the district Parent Advisory Council meetings, and at all school and Title I events and programs.

10. How will the school inform families about the academic achievement of their child/children?

- Families will be informed of student academic achievement at Back to School Night.
- PARCC results will be shared according to district policy.
- Interim reports will be sent home during each of the trimesters.
- Standards based report cards will be sent home each trimester.
- Parent teacher conferences will be held in October and in February.
- The parents of identified students will be invited to discuss their child's progress at I&RS meetings.
- The parents of identified students will be invited to discuss their child's progress at 504 meetings.
- The parents of identified students will be invited to discuss their child's progress at Child Study meetings.
- Parents will be able to discuss their child's progress at parent conferences requested by the parent, teacher, counselor or the principal.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Funds will be used for parent information sessions where parents, children and teachers attend.
- Families will be provided a clear explanation of the common core standards along with strategies on how to assist their child at home to meet the expectations of the standards.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	29	<p>The district Mentoring Plan provides guidance and support to all new teachers. Curriculum supervisors, coaches and school-level administrator provide job-embedded sustained professional development.</p> <p>Teachers are given opportunities to be involved in school leadership committees which empowers them to be a part of positive changes. It also encourages reflection and articulation on classroom and school-wide issues which is a driving force to identify professional development needs.</p>
	100 %	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	7	<p>The district offers guidance and support, as well as professional development to paraprofessionals. The school-level administrator invites and encourages all paraprofessionals to participate in all school-based professional development sessions and all school meetings.</p> <p>All Educational Assistants were had teacher certification. All Educational Assistant are required to have a minimum of 60 credits.</p>
	100%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

		Educational Assistants are included in training opportunities which encourages their retention and possible advancement into teaching positions.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Our district conducts an orientation for new teachers each summer. Teachers receive training in the core program and are supported through work with grade level colleagues in PLCs. The district's professional development supervisor conducts additional training throughout the year. A series of mentor, new teacher meetings and training are held throughout the school year. New teachers receive a mentor if they hold a Certificate of Eligibility. New teachers holding a standard certificate with experience have a "buddy" assigned to them to support their transition into their new school. New teachers also have access to the Title I and Data coaches to support success in their classrooms.</p> <p>Hamilton Township offers a friendly working environment, extremely rich benefits package, extensive professional development program in all content areas and competitive salaries. All Hamilton teachers are Highly Qualified Teachers (HQT) as required. Teachers are recruited at college job fairs nationwide and through website advertisement. The district held its own successful job fair for the first time in spring of 2014. Minorities are actively recruited.</p> <p>All Paraprofessionals hired have 60 college credits or hold teaching certifications, and are part of the local, state and national bargaining units – HTEA, NJEA and NEA. Hamilton Township offers a friendly working environment, extremely rich benefits package, professional learning opportunities and competitive salaries.</p> <p>Website advertisement for all positions allows for on-line applications to be completed on a consistent basis, creating a large pool of candidates for each opening.</p>	<p>Human Resources Department, Supervisor of Professional Development and Mentoring, building-level administrator, Title I and Data coaches, teacher mentors and teacher "buddies"</p>